

The Zaner-Bloser

**CORRELATED
HANDWRITING**

**PRACTICE
BOOK
8**

By Frank N. Freeman and

The Zaner-Bloser Co.
COLUMBUS, OHIO

TO THE TEACHER

Organization and Plan of this Practice Book

This Practice Book is placed in the hands of your pupils so that they may view the copies at close range. It is recommended that pupils use loose practice paper and practice the copies as found in the Practice Book. They should then register their best efforts in the space in the Practice Book which is intended for that purpose. If this plan is carried out, the Practice Book automatically preserves a specimen of the pupil's handwriting from week to week for noting improvement.

NOTE TO TEACHERS

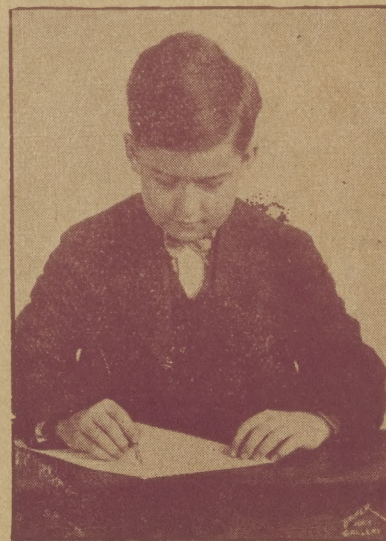
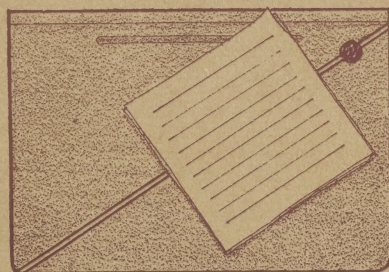
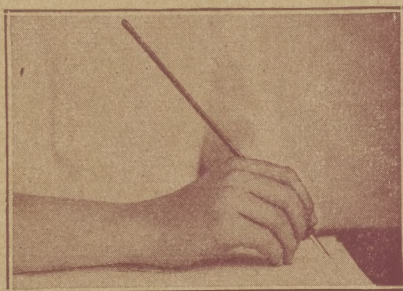
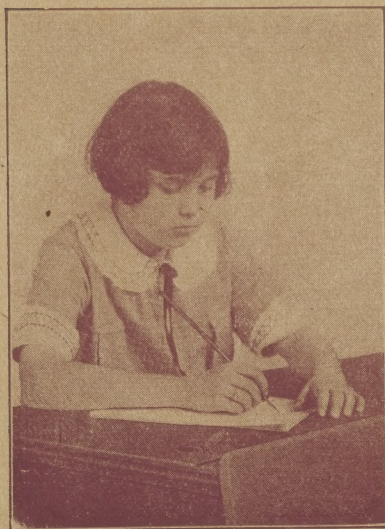
Teachers will find many helpful suggestions in the directions which accompany the exercises for this grade. It is advisable for the teacher to familiarize herself with these directions before attempting to present this work to her pupils, for by so doing the work will probably be made much more interesting and helpful to the pupils, and considerable time will be saved on the part of both teacher and pupil.

HANDWRITING SCALES AND STANDARDS

The satisfactory specimen on page 2 shows about how well a pupil in this grade may be expected to write after he has been in this grade at least two months. This Standard is shown on the first page in order that the teachers and pupils may thoroughly familiarize themselves with the requirements in handwriting for this grade.

HOW TO USE THIS STANDARD

This Standard may be used by having the pupils practice the various copies in the Practice Book on loose paper and then compare their best results with the writing on this Standard. If the handwriting of the pupil is as legible as the handwriting on this Standard, he should then be allowed to record his best efforts in the space in the Practice Book which is intended for that purpose. For additional plans, suggestions and projects the teacher should consult the directions in connection with the exercises.



THE TEACHER SHOULD ACQUAINT PUPILS WITH DIRECTIONS WHICH ACCOMPANY
THE EXERCISE IN THIS BOOK

FOREWORD

The directions in this Practice Book are addressed to both the pupil and to the teacher. By the time the pupil has reached this grade, he should be far enough advanced to direct his own practice and to understand the reason for the different types of practice which he undertakes. The pupil should know exactly what he is trying to accomplish in his practice. His progress will depend largely upon the definiteness of his aim.

The general course which covers the first six grades is expected to develop the degree of skill in handwriting which is necessary for the average person. All those pupils who have not come up to the elementary school standard should continue general practice until they have reached this standard. This book is intended to show how well a pupil in this grade should write. It contains sets of directions and

36451 6/3710 \$50 1
exercises which will enable each pupil to analyze his writing difficulties and see what his special needs are. Appropriate practice exercises are given to overcome these special difficulties.

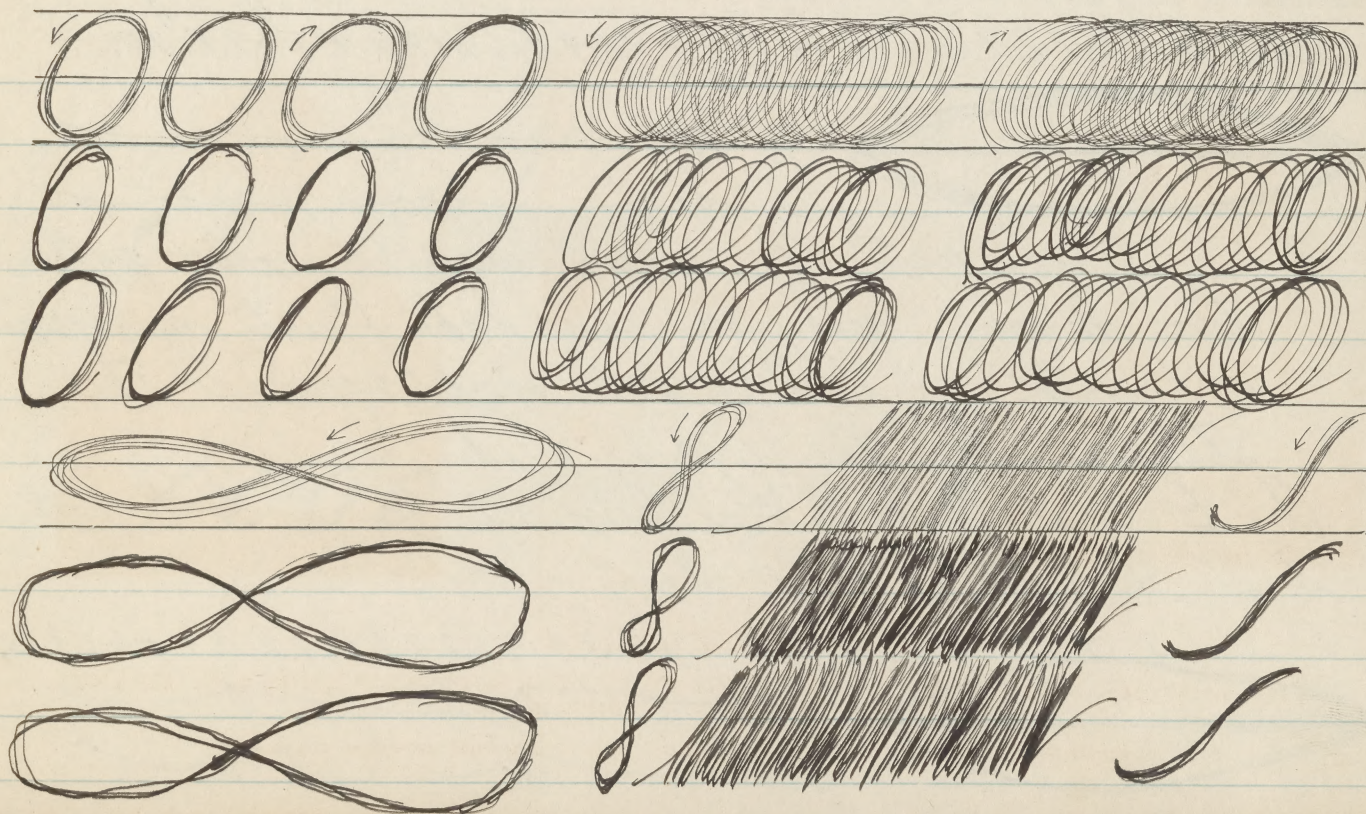
Pupils should aim to write each exercise in this book as well or better than the satisfactory standard which is printed on Page 3 of this Practice Book. It is found that the average seventh grade student with good training can easily write sentences at the rate of 70 letters a minute. Eighth grade pupils should write at least 80 letters a minute.

Sincerely yours,

Frank N. Freeman

Professor of Educational Psychology,
University of Chicago.

EXERCISES



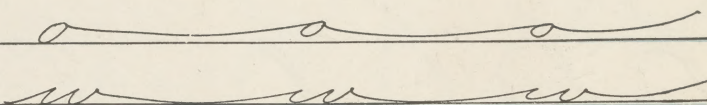
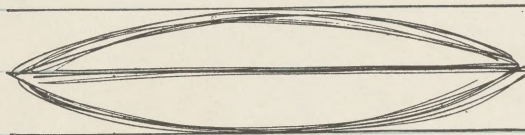
SATISFACTORY HANDWRITING STANDARD FOR GRADE 8

This Standard Handwriting Specimen is printed here because it represents a fair standard of attainment for all eighth grade pupils. It was written by an eighth grade

pupil within the allotted time, and the legibility and general appearance of the specimen compares very favorably with that of other known standards in form for the eighth grade.

I can write the words in this sentence within two minutes, with an easy and fluent movement, and with a legibility and speed equal to the standard for the eighth grade.

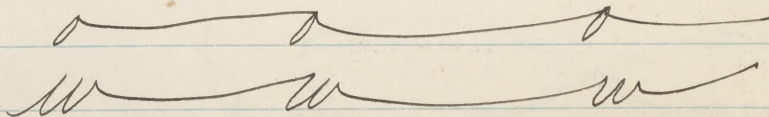
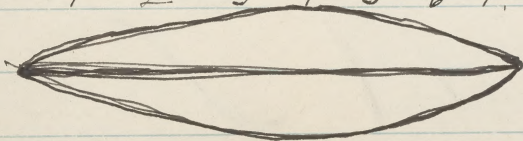
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0,



I can write the words in this sentence within two minutes, with an easy and fluent movement, and with a legibility and speed equal to the standard for the eighth grade.

A B C D E F G H I J K L M N O P Q R
S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0,



Capitals and Abbreviations

A.D. Apr. Aug. C.O.D. Etc. Oct. Dec.
 Dr. O O O O ~~O O O O~~ O O O A A A
 C C C C E E E E D D D D

REVIEW OF CAPITAL LETTERS

In the next five lessons we study and practice on the capital letters and the most common abbreviations. These two can well be studied together because abbreviations usually begin with capitals.

The capitals are grouped so as to bring those which are made with a similar movement together. The group in this lesson is based largely on the direct oval. Write the letters and see how this is so. The "D" is more compli-

cated than the others but the last part of it has the same movement as the rest.

Begin by writing all the abbreviations as given on the first line. Keep your copy to compare with the one you write after you finish the exercises.

Next practice the oval drills and the capital "O". In writing each letter find the count given for it by referring to the index. Next practice the ovals and the "A," using the count. Repeat with all the capitals.

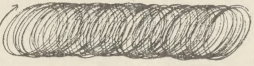
Finally, write the abbreviations again. If there is not marked improvement repeat the practice.

PUPILS SHOULD USE OTHER PRACTICE PAPER AND THEN RECORD BEST WRITING IN THIS BOOK

Capitals and Abbreviations
 A. D. Apr. Aug. C. O. D. Etc. Oct. Dec.
 Dr. O O O O ~~O O O O~~ O O O A A A
 C C C C E E E E D D D D

Capitals and Abbreviations
 A. D. Apr. Aug. C. O. D. Etc. Oct. Dec.
 Dr. O O O O ~~O O O O~~ O O O A A A
 C C C C E E E E D D D D

B.C., P.O., Prof., Rev., La., Jan., Jr., Jul., Ga.


OO'  BBBB RRRR
pppp llll jjjj gggg


The letters on this page are based on the reverse or indirect oval.

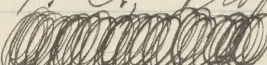
Practice in this order. First write the abbreviations containing a given capital letter, as "B". Then practice the letter alone, counting as it is written. During the practice of the letter write the oval exercises occasionally, alternating it with the letter. This is for the purpose of developing a free swing. Finally write the abbreviation again, trying to keep the same easy swing.

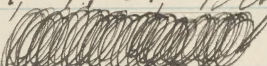
Note the following points in the form of the various letters:

- B. Make from fourteen to sixteen letters to the line.
- R. The down stroke near the end should come down fairly straight. See that loop touches the stem.
- I. Note the proportions of the two parts and the place where the strokes cross. Down stroke is straight.
- J. See that the upper part is the larger.
- G. This letter requires a good deal of practice to get the proportions right.

B.C., P.O., Prof., Rev., La., Jan., Jr., Jul., Ga.
OO'  BBBB RRRR
pppp llll jjjj gggg

B.C., P.O., Prof., Rev., La., Jan., Jr., Jul., Ga.
OO'  BBBB RRRR
pppp llll jjjj gggg

B.C., P.O., Prof., Rev., La., Jan., Jr., Jul., Ga.
OO'  BBBB RRRR
pppp llll jjjj gggg

B.C., P.O., Prof., Rev., La., Jan., Jr., Jul., Ga.
OO'  BBBB RRRR
pppp llll jjjj gggg

Feb., Fri., Fla., Thurs., Tues., La., Sat., Sun.

∞ P T T T T T T T T T T

L L L L L L L L S S S S S S S

The letters on this page are complex in form. They are based on compound curves. The double loop exercise gives practice in the compound curve.

Practice in the same order as in the preceding exercises, first the abbreviations, then the separate letters and the exercise, then the abbreviation again. Count on the letters.

Note the following points:

F. and T. The form and proportion of the two parts should be studied. In addition it is very important to have the top stroke placed properly—neither too near to the stem nor too far from it.

S. Be careful that the upstroke has the right slant and that the down stroke has enough curve.

L. It will help in writing this letter to notice that the first and last strokes are nearly horizontal in their general direction.

PUPILS SHOULD USE OTHER PRACTICE PAPER AND THEN RECORD BEST WRITING IN THIS BOOK

A. M., P. M., Mar., Mon., Mr., Mrs., Nov., Hon.

MMMMM MMMMM 7 7 7 7 7
m m m m n n n n H H H H

The letters on this page are nearly all based on the same stem. They are rather simple since the strokes are written with a stroke which is based on the same type of movement. This movement is best represented in the "M" exercise.

Use the same order of exercises as in the preceding lessons. Count on the letters.

Notice the following points in connection with the form of the letters:

Notice the size of the first small loop and the distance between it and the main stem of the letter.

M and N. Notice that the tops of the successive strokes slope downward.

H. The appearance of this letter depends a great deal on the distance between the two main strokes. Notice how far apart they are and make them the same distance in your letters.

Kans., Que., U. S., Ut., Wed., Y.M.C.A., X, Zool.

K K K 2 2 2 U U U v v v
W W W X X X Y Y Y Z Z Z

These letters begin with the same loop as the "M". This beginning stroke is then followed by the various sorts of strokes. Since the letters are mixed in form there is no one kind of formal drill which is suitable to them. The direct and indirect ovals may be used when it is necessary to get freedom of movement.

Follow the same order of practice as before.

Note the following points on individual letters:

K. Practice to get the complex curves of the two parts of the second stroke.

Q. Make the lower loop about level.

W. Make the middle stroke the right height.

U, Y. Make the two down strokes parallel.

X. This letter should look the same either right side up or upside down.

Z. Make the second loop smaller than the first.

STANDARD HANDWRITING FOR GRADE EIGHT

*A. D., Apr., Aug., C. O. D., Etc., Oct., Dec.,
 B. C., P. O., Prof., Rev., Sa., Jan., Jr., La.,
 Feb., Fri., Fla., Thus., Tues., La., Sat.,
 A. M., P. M., Mar., Mon., Mr., Mrs., Nov.,
 Hon., Kans., Que., U. S., Vt., Wed., Y. M.*

City. Date.

Mr. J. N. Jones,

Mgr. Iroquois Steel Co.
Springfield, Ill.

Dear Mr. Jones:

Would you be interested in the qualifications of a young man to help you during the period this summer when your regular men are on vacations?

I am a student in the _____ school
at present and vacation begins _____. My
reason for writing to you is that I have de-
cided that I would like if possible to enter
the steel industry when I finish school.

I expect to be in Springfield May 30.
May I call upon you for an interview at that
time?

Sincerely yours,

APPLIED BUSINESS WRITING

The following pages of applied work present numerous commercial papers, including envelope superscriptions, salutations, complimentary close, receipt, check, commercial abbreviations, promissory note, draft, trade acceptance, indorsements, journal and ledger pages, cash re-

ceipts, cash payments, balance sheet and a business letter. Students will find this material just what they need for advanced penmanship practice. Master the work on each page as thoroughly as you mastered that on each preceding page.

COLUMBUS, OHIO.

Jan. 9, 1935

No. 74

THE CITY NATIONAL BANK ²⁵⁻³

PAY TO THE ORDER OF

Patrick J. O'Bryan

\$16 ²⁴/₁₀₀Sixteen ²⁴/₁₀₀

DOLLARS

Gustav Anderson

Practice to develop a smooth, sideward movement.

COLUMBUS, OHIO.

19

No.

THE CITY NATIONAL BANK ²⁵⁻³

PAY TO THE ORDER OF

\$

DOLLARS

Practice the numerals until they are perfectly clear.

APPROVED WAY TO ADDRESS AN ENVELOPE

James T. Wilkins.
598 East Ninth St.,
Memphis, Tenn.

Mr. Wm. T. Blackstone,
462 West Fortieth St.,
Kansas City,
Missouri.

Reported by Tom Watkins

STUDY ESPECIALLY SPACING AND LEGIBILITY

Salutation and Complimentary Close
Social letters

Dear Mr. Brown, Yours very truly.
Dear William, Sincerely yours.

Business letters

Dear Sir: Yours truly.
Gentlemen: Yours very truly.
Dear Madam: Very truly yours.

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JOURNAL PAGE

Journal-King Grocery Co.

19-	Sept. 1	Mdse.	130 doz. Hawaiian	314 60	
		J. B. Hood	Pineapples		314 60
	3	J. N. Gains	122 cartons M. O.	183 -	
		Mdse.	Rolled Oats		183 00
	5	A. R. Smith	197 lbs. Velvet	88 65	
		Mdse.	A Coffee		88 65
	8	Mdse.	45 cases Don's	594 -	
		O. M. See	Sliced Bacon		594 -

LEDGER PAGE

Merchandise

19- Nov	1	Inventory	548 56	19- Nov	4	Sold on account	58 74
	5	Bought on a/c	364 80		6	Cash sales for week	232 87
	8	Allowance	7 20		10	Shortage	4 40
	10	Paid freight	3 41		12	Goods donated	23 50
	15	Bought for cash	278 29 1202 26		14	Cash sales for week	316 22
	31	Loss & Gain	197 66		31	Inventory	764 19 1399 92
			1399 92				1399 92
Dec	1	Inventory	764 19				

CASH BOOK

Cash Receipts.

19-									
Oct	1	2	A. H. King Capital	Investment	800				
	8	3	Sales	Cash sales	26	40			
	12	6	J. B. Farnor	On account	73				
	15	4	Ewing & Lamb	In full	89	50			
	17	2	James Wood & Co.	On account	100				
	29	3	Sales	Cash sales	87	32			
					1176	22			
	31	3	Cash Dr.	Total receipts				1176	22
								1176	22
			Balance	On hand				328	31

26549270
34681543
61230813

5456839025
8597234106
2743618479
1032456731
17830148341

3467942 9752312
 8210534 2204739
 7496267 8589463
 1908735 4736214
 7524684 8543210
 5692003 4375926
 4300165 8201864
 6172430 6652342
 5943206 7431061

58673294138796
 16147912037423
 69785324063781
 45648798236290
 20136457687986
 58267306411565
 30538445386792
 46891357902684
 97643258120352
 73246187512631
 22658103209426
 85765432129352

290261
 462400
 232126
 543692
251359
 1779838

987634
693251
 294383

2%
5887.66

392645
24
 1570580
785290
 9423480

467832
154107
 313725

5%
15686.25

627834
 12250
 771982
 100000
163591
 1675657

725036
 297541
 300786
 57860
 627439
 448755
 2457417

RECEIPT

\$1000⁰⁰

Kenwood, Ga., Sept. 14, 19-

Received of James S. Hammond

One Thousand ————— Dollars.

partial payment of a note for Three
Thousand Six Hundred ——— Dollars,

said note bearing date of November

27, 19- The amount paid today was

credited on the back of said note in
the presence of said Hammond.

Ivan O. Billman.

PROMISSORY NOTE

\$921⁰⁰

Columbus, Ohio, Jan. 20, 19-

Six months after date I promise
to pay to the order of Furham & Green
Nine Hundred & Twenty-one — Dollars
with interest at 6%. Payable at the
Windom Bank of Commerce —————
Value received.

No. 16 Due July 20, 19- Henry D. Williams.

DRAFT

\$529⁰⁰

Lansing, Mich., Dec. 4, 19-

Thirty days after date pay to the
 order of Stephen McWilliams & Bro.,
 Five Hundred Twenty-nine Dollars.
 Value received and charge to account of
 To P. H. Kinzelman.

Richmond, Utah.
 No. 15. Due Jan. 3, 19-

} Janer & Young.
 Per Ennis.

CORRELATION

Material from other subjects is introduced into these lessons in order that we may see that good writing is important in school as well as in life outside the school, and in order that our practice may be directed toward the improvement of the writing which we do outside the writing lesson.

Several kinds of lessons in which good writing is essential are illustrated on the next pages. The pupils should find appropriate material from other subjects, in addition to spelling and language, and should bring it into the writing class for practice.

The words in the spelling exercises are all common words.

In addition to writing each word carefully the pupils should give attention to their arrangement and the spacing between them. The left side of the columns should be kept straight. The spaces between letters should be even.

The next lesson brings about a correlation between writing and language. These sentences contain the correct forms corresponding to a large proportion of the

common language errors. These errors appear in written as well as in oral speech. Writing the correct forms is therefore helpful in acquiring habits of correct language usage.

In order to indicate where the errors are commonly made the correct forms are underlined. If the pupils habitually use the incorrect expressions it may be necessary to call their attention to their errors as well as to the expressions which should be substituted for them. In any case it is well to have them make up sentences of their own containing the correct expressions. Mere mechanical writing of the model sentences will probably not be sufficient if the incorrect habit is already in existence.

Some attention, of course, should be given to improving the quality of handwriting as the exercise is being written.

The three following pages contain material for practice on continuous writing. Subject matter was selected which is valuable in itself as well as suitable for practice. It should be practiced until the pupils' writing is of standard quality.

WRITE THE COPY ON NEXT PAGE IN THIS SPACE MONDAY

Spelling		
abundance	committee	majority
accuse	conference	provision
acknowledge	discipline	recommend
acquaintance	endeavor	restaurant
acquire	essential	sacrifice
advertise	financial	sufficient
campaign	guarantee	sympathy
circumstance	immediate	various

RECORD BEST EFFORTS IN THIS SPACE ON FRIDAY

The Right Use of Words

1. Try to improve every time you practice.
2. There were no grades on their papers.
3. We arrived at the station on time.
4. There are thirty days in April.
5. We waited an hour for the train.
6. John said it was he and I said it was I.
7. I have no excuse to offer.
8. He doesn't try to avoid responsibility.

A Class Creed

I believe in Class Spirit—the foundation of all motives in school life.

I believe that success and achievement are only obtained by class and school unity, cooperation and team work.

I acknowledge that to be a member of a progressive and worthwhile class I must attend to myself only—not to others.

TWENTIETH YEARBOOK, NATIONAL SOCIETY FOR STUDY OF EDUCATION.

How to Choose Our Life Work

The first step in choosing our life work is to discover what kind of work we are best fitted for and what we could do with most enthusiasm. Then we should learn what kind of schooling or training is necessary to fit us for the occupation we would like to enter.

For Yesterday is but a Dream.
And Tomorrow is only a Vision:
But Today well lived
Makes every Yesterday a Dream of Happiness.
And every Tomorrow a Vision of Hope.
Look well therefore to this Day!
Such is the Salutation of the Dawn.
From the Sanscrit.

HANDWRITING TEST

I can write the words in this sentence in two minutes with an easy and fluent movement, and with a legibility and quality equal to the standard for the eighth grade.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3

Final Progress Exercise and Test

Lexington, Ky.
June 15, 19—

Mr. James Weston, Principal,
Junior High School,

Dear Mr. Weston:

I have completed the general course
in handwriting and believe I have
reached the standard in writing for

the junior high school. I am submitting my final test and hope you will find it satisfactory

Yours very truly,

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Divide space between lines into three equal spaces and rule pencil lines as suggested by dots. Use a coarse-pointed pen. Watch slant and spacing. Aim to secure uniform width of stroke and letter. Be careful and sure as well as rapid.

Simple, Practical, Rapid Single-Stroke Lettering
ABCDEFGHIJKLMNOPQRSTUVWXYZ & CAPITAL FORMS
abcdefghijklmnopqrstuvwxyz - 1234567890. Mr. Mrs. Jr. Sr.
For Parcel-Marking, Map-Lettering, Mechanical Drawings, In-
dexing, Labels, Titles, Tickets, Cataloging, Public Documents, Etc.

This alphabet is a favorite because it is very legible, script-like in construction, easy, and rapid. Most of the small letters may be made without lifting the pen if desired; or, if preferred, the pen may be lifted after each stroke. Keep the slant uniform and the

spacing regular. Be careful to rule the pencil headline accurately; divide the space between the blue lines into three equal spaces. See clearly what to do and the hand will soon acquire the skill to produce it. Sureness, strength, and plainness are essentials.

LETTER FORMS

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0
a b c d e f g h i j k l m
n o p q r s t u v w x y z

LETTER FORMS

The letter forms should be kept before the children so that they have abundant opportunity to study and copy them. In addition to being in the Compendiums they should be put up in enlarged form in a prominent place in the schoolroom. Printed charts are best, but if these are not available the letters should be carefully written at the top of the black-board.

The forms which are here prescribed are all very widely used both in business writing and in schools. They contain no peculiarities. They are the forms which have been evolved by the requirements of long usage. By omitting the beginning up strokes of the small letters, a, c, d, g, o, and u we conform to

the common practice of adults, we simplify the letters and make the writing more compact.

COUNTING FOR LETTERS

A limited amount of rhythmic practice will be found very beneficial in regulating the speed of writing when practicing upon new or difficult letters. Care must be taken however, to see that all pupils keep with the count and counting should never continue for more than a minute or so at a time.

The following letters may be made to the count 1, 2: a, c, d, e, g, i, l, o, A, C, O. The following letters are made to the count of 1, 2, 3: b, f, h, j, n, p, q, s, t, u, v, x, y, z, D, E, J, I, L, N, P, Q, S, U, V, Y, Z. The following letters may be made to the count of 1, 2, 3, 4: k, r, w, B, F, G, H, K, M, R, T, W, X.

~~scribbled text~~

THE ZANER-BLOSER CO



COMPLETE HANDWRITING
SERVICE